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ABSTRACT

In order to determine the possible effects of a North Carolina Senate Bill that would deny local boards of trustees the power to grant tenure, a survey was conducted at Surry Community College to assess faculty opinions of the positive and negative aspects of tenure. A literature review and interviews with two faculty members identified commonly held views of tenure policies. The results were used to prepare 20 statements about tenure, which comprised the questionnaire. Twenty faculty members were asked to indicate the degree of their agreement or disagreement with the statements. The responses of 19 instructors revealed that the faculty did not believe that the following were related to tenure: economic and social problems resulting from the failure to educate all segments of society, an unproductive faculty, incompetent faculty being protected, the increasing cost of education, or improved job performance. The respondents did believe that tenure was needed to provide security, help in the recruitment and retention of a good professional faculty, increase academic freedom, increase educational accountability, and as an important aspect of employment. The respondents agreed that if the tenure policy were voided, an employment/dismissal policy should be prepared incorporating the positive features of the tenure policy. The literature review and questionnaire are included. (AYC)

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THE EFFECTS OF VOIDING THE TENURE
POLICY AT SURRY COMMUNITY COLLEGE

By

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Surry Community College

A Practicum Presented to Nova University in Partial Fulfillment of the Requirements for the Degree Doctor of Education.

NOVA UNIVERSITY

June 25, 1979

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INTRODUCTION

Since Surry Community College began to offer courses in 1965 the administrative staff and the board of trustees have worked to provide excellent instruction in college transfer, vocational, technical and continuing education programs. A central part of this effort to provide excellent instructional programs has centered around the selection and employment of qualified professional instructors. Over a period of approximately three years the board of trustees and the administrative staff studies a variety of possible ways to help employ and keep outstanding instructional personnel. After considerable study the two groups agreed that Surry Community College should make employment as attractive as possible to prospective instructional personnel. The two groups also agreed that the college should make every effort possible to keep those full-time personnel who proved to be excellent instructors in the service of the institution. The administrative staff and the board of trustees believed, after considerable study and discussion, that a tenure policy would be an important step in helping the college attract and retain the outstanding faculty members needed at the institution.

The administrative staff at Surry Community College asked the president of the Surry Community Faculty Association and other faculty members to help determine if a tenure policy would be considered an important asset to the college

faculty. After several meetings involving faculty, administrative staff and representatives from the board of trustees, the group agreed that a tenure policy should be written and presented to the Surry Community College Board of Trustees for their consideration.

After several meetings and further study a tenure policy was written by several members of the college faculty and the administrative staff. This policy was presented to the board of trustees in early 1969. The board of trustees reviewed the proposed tenure policy and adopted the policy in June, 1969.

Since the tenure policy was adopted by the trustees in 1969 approximately thirty-five (35) or over fifty percent (50%) of the faculty have been granted tenure. The college faculty members are believed to view the tenure policy in a very positive manner and it is also believed that the tenure policy has helped the college attract and retain many qualified, professional instructors.

A recent bill, Senate Bill 266, expected to be introduced in the North Carolina General Assembly would deny local boards of trustees the power to grant tenure. This bill, if enacted, would have important implications for the faculty, administrative staff and trustees at Surry Community College. Some members of the North Carolina General Assembly have also questioned the "assumed" power of trustees to grant tenure under present North Carolina State laws and North Carolina State Board of Education policy.

It was the purpose of this study to determine some of the effects of voiding the tenure policy at Surry Community College. It was believed that this information would be of value to the faculty, trustees and administrative staff at Surry Community College. For example, it is believed by the researcher that many of the aspects of tenure, viewed as important by the faculty, could be written into either an employment or dismissal policy.

This investigation was designed to identify some of the effects of voiding the tenure policy for the faculty members at Surry Community College. The effects of voiding the tenure policy were identified through the following:

1. A survey of the literature was made to determine some of the reasons educators value tenure.
2. Two full-time faculty members were interviewed to determine each faculty member's feeling toward the tenure policy at Surry Community College.
3. The interviews and the survey of literature were used to develop a survey. The survey was developed and tested for reliability and validity.
4. The survey was administered to twenty (20) faculty members selected at random from the population.
5. The results were totaled and evaluated. The effects of voiding the tenure policy at Surry Community College were drawn from these results.

Background and Significance

The board of trustees, administrative staff and faculty members at Surry Community College have worked together to bring about an institution dedicated to offering quality programs to the college service area residents. The tenure policy, written by the faculty and administrative staff and approved by the board of trustees, is believed to be an important asset in the effort of the three groups to help insure that this goal is achieved. The spirit of cooperation among the faculty, administrative staff and trustees has been an important part of the effort to insure that quality faculty members are attracted to the institution.

Senate Bill 266 which is expected to be introduced in the North Carolina General Assembly is believed to be part of a growing effort by members of both the state house and senate to deny tenure to community colleges and technical institutes in North Carolina. This bill or a similar bill if enacted could have a serious effect on the ability of the trustees and the administrative staff at Surry Community College in their continued effort to see that the best possible faculty is attracted and retained in the service of the college. The spirit of cooperation among the trustees, faculty and staff could also be lessened if the tenure policy is voided. It was the purpose of this study to survey a random selection of faculty members to determine what importance these faculty members place on the tenure policy at Surry Community College. It was expected that the infor-

mation obtained from the survey results would indicate the effects a voided tenure policy would have on the college. The aspects of tenure found to be of importance to the faculty members would be expected to be considered and used by the trustees, administration and faculty in the development of an employment or dismissal policy. In the absence of tenure an employment or dismissal policy, designed to include the aspects of tenure found to be important to the faculty and not inconsistent with North Carolina state laws, would be of considerable value to a committee of faculty members, administrative staff and trustees involved in the recruitment of a qualified faculty.

This study involved the use of some of the basic concepts in the Educational Policy Systems Module. The study included a review of the literature on tenure policies and laws. This study helped the researcher gain some insight on the politics often involved in the development of policy.

A review of the literature on the significance of tenure in educational institutions was made. O'Toole (10:24-31) took a very negative view of tenure. He argued that tenure is harmful to the instructors who expect it to provide protection. He further stated that tenure is inimical to academic freedom and that it has discouraged innovation and risk taking. O'Toole indicated that tenure has limited the mobility of professors and that it may have even worked to the ultimate advantage of administrators in bargaining with professors. He further concluded that tenure has distorted

the pattern of career growth, exacerbated the bureaucratic tendency of universities, lead to the retention of the least creative faculty members and discouraged flexibility in working patterns. Van Alstyone (12:44-47) has taken exception to O'Toole's view of tenure. Van Alstyone stated that where institutions have been operated under an indefinite series of contracts each faculty member has been put at complete risk by the terminus of his current contract. He concluded that under a system of indefinite term contracts all that the faculty has been entitled to has been an unreviewable notice of nonrenewal. Blackburn's (1:31-37) studies of tenure have indicated further support of Van Alstyone's positive view of tenure. Blackburn's studies have shown that there is no causal relationship between tenure and inadequate performance and stagnation.

Hazard (4:451-454) notes tenure protection for school teachers across the country is under fire as boards of education look for ways to cut budgets. Reduced school funds, low teacher turnover and growing concern over educational accountability focus attention on tenure and how it affects teacher performance. The public increasingly criticizes both tenured school personnel and the tenure laws and tenure policies. Hazard states that critics take special aim at the tenure laws and allege that these laws shelter incompetent teachers and poor administrative evaluation procedures. Support for the tenure system, according to Hazard, generally focuses on academic freedom, warnings about political influence and reminders of the objectives of tenure legislation.

Lang (7:459-462) also concluded that tenure is under unprecedented attack. He notes that in 1971 and 1972 many states tried to repeal or weaken tenure but with little success. The lack of change in tenure policy was not due to administrative attitudes, he concludes, since a 1972 study by the American Association of School Administrators showed 82% of school administrators opposing tenure in its current form. Fourteen percent (14%) of this group voted to abolish tenure and 85% voted to reform tenure.

Lang pointed out that while few changes have been made in tenure laws in recent years, thirteen states have enacted accountability legislation mandating evaluation procedures for educational personnel. He stated that the public clamor for holding educational organizations accountable comes from three major sources:

1. The social and economic problems resulting from the failure of schools to educate all segments of the population.
2. The increasing cost of education.
3. The inclusive results of compensatory educational projects.

While members of the general public may often view tenure laws and policies from a very narrow perspective, educators, according to Vacca and O'Brien (11:280-289), may also have a very poor understanding of tenure. Some educators believe that tenure gives the educator a permanent right to his or her teaching position. Some public school teachers insist that their teaching positions are made

secure and are therefore are protected because they have tenure. Tenure laws, according to Vacca and O'Brien, are designed to protect capable teachers from being dismissed unjustly. Tenure does not mean that a tenured educator cannot be dismissed for just cause.

Mann (9:85-94) outlines some of the steps trustees and administrators have considered in their efforts to deal with tenure in view of population changes, program changes and declining budgets. These steps included a freeze on hiring, a freeze on rank and salary, an effort to abolish tenure and secondary tenure or tenure for a set number of years. Crase and Crase (3:56-59) found that administrators have used other criteria such as an evaluation of the faculty member's ability to do research and publish in granting or not granting tenure. Mann felt that none of the above steps are desirable. He listed some suggested alternative steps which would include full disclosure of chances for tenure for new prospective faculty members, encouraging tenured faculty to broaden their areas of expertise, encouraging the enrollment of atypical students, encouraging outside employment, encouraging early retirement and using flexible ranks.

While there are many questions remaining to be answered concerning tenure for faculty, it appears that many consider tenure to be an important feature in the educational setting. Vacca and O'Brien (11:280-284) list teacher security as one

of the main purposes for having tenure. They defined security as guaranteed freedom to teach including the protection of teachers and instructors from removal on unfounded charges or for political reasons. Vacca and O'Brien also listed the need for continuous service of experienced and qualified instructors in assuring a good educational program.

Gauerke (6:93) concluded that it is most important that instructors understand that even where tenure exists for faculty by official commitment it is not necessarily permanent. He noted that tenure is usually not in the nature of a contract and that the laws supporting tenure may be amended or repealed completely by the enactments of future legislatures. Several institutions, according to Byse and Joughin (2:17-19), have granted tenure in practice without official commitment.

The legal implications of tenure were found to be varied from state to state (6:93-94). Courts have become increasingly involved, for example, where tenured instructors were not given full rights and opportunities as outlined in tenure policy or law. A very important legal implication for this study on the effects of voiding the tenure policy which has been generally held by the courts is the need for basic elements of due process to be provided for all professional (tenured and non-tenured) employees. These legal implications of due process which must be provided for either tenured or non-tenured faculty generally involve the following:

1. An appropriate notice of hearing.
2. The right to provide evidence.
3. The right to question evidence which is presented.
4. A permanent record provided by the faculty member whom charges are brought against.
5. A copy of the findings be made available to the faculty member.

Procedures

This study was designed to measure some of the effects of voiding the tenure policy at Surry Community College. It was conducted through a survey of a random selection of faculty members to determine what aspects of tenure and the tenure policy were valued by the faculty members.

A survey of the literature was made to determine some of the reasons faculty members value tenure, including some of the legal implications usually attributed to tenure policy by courts. Two full-time faculty members were interviewed to determine each faculty member's feelings toward the tenure policy at Surry Community College. At the suggestion of the Nova reader, both the negative and the positive attitudes of these two faculty members were explored. The information from the survey of literature and the interviews with the two faculty members was used to develop a survey designed to measure the effects of voiding the tenure policy

at Surry Community College.

The information obtained from the literature and the interviews with the two faculty members was developed into twenty (20) statements. The complete survey is included in Appendix A. These statements were worded in a positive manner because of the potential upsetting effect of the tenure issue on the faculty members. Each statement had four possible responses which the faculty member could choose from. The faculty members were encouraged to respond to each of the twenty items checking either "strongly agree," "agree," "disagree," or "strongly disagree." For the purposes of evaluating the survey each of the possible responses was assigned the following numerical values:

1. "Strongly agree" was assigned a +2.
2. "Agree" was assigned a +1.
3. "Disagree" was assigned a -1.
4. "Strongly disagree" was assigned a -2.

The survey included a letter of directions to each faculty member. A section for comments or suggestions was included in the survey.

The reliability of the survey was tested, prior to the general administration of the survey, by administering the survey to three faculty members. After seven days the survey was again administered to the same three faculty members to determine if either of the three instructors changed his or her responses. Since each faculty member gave the same

responses to each item on the survey at the second administration, the survey was considered to have been reliable. The survey was considered valid after the information from the survey of the literature, the interviews with the two faculty members and the test of reliability were used.

A random selection of twenty instructors was made from the full-time faculty at Surry Community College. Each of the twenty faculty members was asked to complete the survey by checking his or her response to each of the twenty items. Each faculty member was encouraged to make any comments regarding the survey in the section provided for that purpose.

The results of the survey were totaled, evaluated and presented. The responses, positive and negative, were totaled by using the numerical values assigned to each response. "Strongly agree" was assigned a plus two (+2); "agree," a plus one (+1); "disagree," a minus one (-1); and "strongly disagree," a minus two (-2). Nineteen of the twenty faculty members selected from the population completed and returned the survey. Ten of the nineteen instructors who completed and returned the survey made comments in the section provided for that purpose.

The four possible responses to each of the twenty items on the survey were totaled by counting the number of checks. The total number of positive and negative responses was calculated on the basis of the above assigned values.

The results to each item were found to be either a plus number, indicating approval of that statement, or a minus number, indicating disapproval of that statement.

The limitations of the study were as follows:

1. No literature was found on the effects of a state legislature's voiding tenure for faculty.
2. Time did not permit a survey of administrative staff and trustees on the effects of voiding tenure.
3. No studies were found which compared colleges that have tenure with colleges without tenure.

The following assumptions were made:

1. The random selection group was representative of the population.
2. Faculty members who completed the survey were knowledgeable of the tenure policy at Surry Community College.
3. The two faculty members who were interviewed prior to the completion of the survey form were representative of the faculty as a whole.

RESULTS

Nineteen of the twenty full-time faculty members responding by completing and returning the survey to the researcher. The survey included a letter of instructions for each faculty member to follow. The faculty members were asked to respond to twenty items concerning tenure which were listed as the main section of the survey. Each item included four possible answers (Appendix A). Each of these answers was assigned a number value. These number values

were totaled, using the assigned value, for each question and presented in Appendix C. Appendix B was designed to present the number of responses in each of four possible response areas on each of the twenty items. The last page of the survey contained a section for the instructor to use to write comments.

Eighteen of the twenty items on the survey yielded a total assigned value with a range of plus twenty-five (+25) to plus two (+2). Two items were rated a minus one (-1) by the faculty members (Appendix C). Job security and protection for capable instructors and teachers from being dismissed unjustly each received the highest rating of plus twenty-five (+25). Negative ratings were given to the statement that tenure improved job performance. The faculty members indicated that they believed many of the critic's arguments against tenure. The faculty did not believe that the following were related to tenure laws and policies:

1. Economic problems resulting from the failure to educate all segments of society.
2. An unproductive faculty.
3. Social problems resulting from the failure to educate all segments of society.
4. Incompetent faculty being protected.
5. The increasing cost of education.

The faculty members believed tenure to be primarily

needed for the following reasons:

1. To provide security.
2. To help in the recruitment and retention of a good professional faculty.
3. To increase academic freedom.
4. To bring about increased educational accountability.
5. To be considered as an important aspect of employment.

Ten of the nineteen faculty members who completed and returned the survey made comments on the comment section. Three of the ten faculty each wrote a full page of comments. The comments of the ten faculty members were grouped as follows:

1. Tenure makes the instructor feel secure and more a part of the college.
2. Tenure is one aspect of a good teaching environment.
3. Tenure provides protection for faculty members.
4. Faculty should be given a greater role in determining who should receive tenure.
5. The tenure policy at Surry Community College is important because it requires that tenured instructors be given written reasons for dismissal.

DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

The information obtained from this study on the effects of voiding the tenure policy at Surry Community College supports much of the findings presented in the review of

the literature. The faculty indicated a positive feeling toward tenure and the tenure policy. The comment section of the survey was used by ten of the nineteen faculty members who responded to the survey. The information on the comment section further supported much of the results taken from the twenty items on the survey and the review of the literature. The researcher concluded from the results of this study that the faculty at Surry Community College view tenure to be an important asset.

The researcher concluded that the effects of a voided tenure policy as viewed by the faculty would include:

1. A feeling of less job security for faculty members.
2. The loss of a valued employment and retention aid.
3. A decrease in academic freedom.
4. A decrease in educational accountability.
5. A decrease in the feeling by faculty that they are an important part of the institution.

The implications of the study are as follows:

1. Faculty members at Surry Community College view many aspects of tenure in a positive manner.
2. The voiding of tenure would have negative effects on the faculty morale.
3. The lack of tenure would be expected to have a negative effect on the recruitment and retention of a qualified, professional faculty.

The following recommendations are made as a result of this study:

1. Tenure is considered to be an important asset by the faculty and should be retained.
2. An employment or dismissal policy should be written as a supplement to the present tenure policy and placed in the faculty handbook.
3. An employment or dismissal policy should include those aspects of tenure considered to be important to the faculty as indicated in the survey of literature.
4. An employment or dismissal policy should clearly indicate the intent of the trustees to continue all aspects of the present tenure policy, not inconsistent with state law, should tenure be voided by the state legislature.

It was expected that the results of this study would provide the trustees, administrative staff and faculty with information on the effects of voiding the tenure policy.

It was also expected that this information would be used to minimize the negative effects of a voided tenure policy on the faculty, administrative staff, trustees and students at Surry Community College.

APPENDIX A
SURRY
COMMUNITY COLLEGE

DOBSON, NORTH CAROLINA 27017
TELEPHONE 386-8121

April 24, 1979

Dear Full-time Faculty Member:

I am involved in a study relating to the tenure policy adopted by the Surry Community College Board of Trustees in June, 1969. The study is being conducted as a part of the course requirements of Educational Policy Systems. The purpose of the study is to determine the importance the faculty members at Surry Community College place on different aspects of tenure and the tenure policy. Some of the items on the attached survey form refer to the tenure policy (Surry Community College) and some of the items refer to tenure in general.

You have been selected at random from the number of full-time faculty members employed at Surry Community College during the 1978-1979 academic year. Since only twenty (20) faculty members have been chosen, it is very important to the study that each of you respond. Please complete the survey by checking your response to each item on the attached survey form. Add any comments which you may wish to make as well and return the completed survey form to me by Friday, April 27, 1979.

Your help with this study will be appreciated.

Sincerely,

Claude V. Ayers

Claude V. Ayers
Dean of Continuing Education

jsb

Attachment

SURVEY ON THE IMPORTANCE FACULTY PLACE ON THE
TENURE POLICY AT SURRY COMMUNITY COLLEGE

Please check (✓) your response to each of the following items:

Response

- | | |
|--|--|
| ☐ strongly agree | 1. The tenure policy is important in increasing job security for faculty members. |
| ☐ agree | |
| ☐ disagree | |
| ☐ strongly disagree | |
| ☐ strongly agree | 2. Tenure tends to improve the job performances of faculty members. |
| ☐ agree | |
| ☐ disagree | |
| ☐ strongly disagree | |
| ☐ strongly agree | 3. A tenure policy helps to recruit a good, professional faculty. |
| ☐ agree | |
| ☐ disagree | |
| ☐ strongly disagree | |
| ☐ strongly agree | 4. Tenure helps an institution of higher education to keep a good faculty. |
| ☐ agree | |
| ☐ disagree | |
| ☐ strongly disagree | |
| ☐ strongly agree | 5. Tenure increases academic freedom in an institution. |
| ☐ agree | |
| ☐ disagree | |
| ☐ strongly disagree | |
| ☐ strongly agree | 6. A good tenure policy will increase educational accountability. |
| ☐ agree | |
| ☐ disagree | |
| ☐ strongly disagree | |
| ☐ strongly agree | 7. Teacher performance is, in general, improved as a result of tenure. |
| ☐ agree | |
| ☐ disagree | |
| ☐ strongly disagree | |
| ☐ strongly agree | 8. An incompetent faculty member would not be protected under most tenure policies/laws. |
| ☐ agree | |
| ☐ disagree | |
| ☐ strongly disagree | |
| ☐ strongly agree | 9. The tenure policy at Surry Community College allows for sufficient evaluation of faculty members. |
| ☐ agree | |
| ☐ disagree | |
| ☐ strongly disagree | |

- | | |
|---|---|
| ☐ strongly agree | 10. Tenure, in general, prevents political influence from becoming a factor in the dismissal of a faculty member. |
| ☐ agree | |
| ☐ disagree | |
| ☐ strongly disagree | |
|
☐ strongly agree | 11. The decline in enrollments in some colleges makes tenure more important to faculty members. |
| ☐ agree | |
| ☐ disagree | |
| ☐ strongly disagree | |
|
☐ strongly agree | 12. The attack on tenure policies and tenure laws by lawmakers (in a number of states) is unjustified. |
| ☐ agree | |
| ☐ disagree | |
| ☐ strongly disagree | |
|
☐ strongly agree | 13. Social problems resulting from the failure of schools and colleges to educate all segments of the population should not be contributed to tenure policies/laws. |
| ☐ agree | |
| ☐ disagree | |
| ☐ strongly disagree | |
|
☐ strongly agree | 14. Economic problems resulting from the failure of schools and colleges to educate all segments of society are not related to tenure laws/policies. |
| ☐ agree | |
| ☐ disagree | |
| ☐ strongly disagree | |
|
☐ strongly agree | 15. The cost of education is not increased as a result of tenure laws/policies. |
| ☐ agree | |
| ☐ disagree | |
| ☐ strongly disagree | |
|
☐ strongly agree | 16. Tenure policies and laws are designed to protect capable teachers and instructors from being dismissed unjustly. |
| ☐ agree | |
| ☐ disagree | |
| ☐ strongly disagree | |
|
☐ strongly agree | 17. Most faculty members view tenure as one of the most important aspects of employment. |
| ☐ agree | |
| ☐ disagree | |
| ☐ strongly disagree | |
|
☐ strongly agree | 18. Tenure, in general, does not tend to bring about an unproductive faculty as some critics argue. |
| ☐ agree | |
| ☐ disagree | |
| ☐ strongly disagree | |
|
☐ strongly agree | 19. The five-year waiting period under the tenure policy at Surry Community College is a reasonable period of time before the granting of tenure to faculty. |
| ☐ agree | |
| ☐ disagree | |
| ☐ strongly disagree | |
|
☐ strongly agree | 20. The tenure policy at Surry Community College has been an important aspect of employment to me as a faculty member. |
| ☐ agree | |
| ☐ disagree | |
| ☐ strongly disagree | |

Comments: Please make any comments you may wish to make regarding tenure.

APPENDIX B

SURVEY ON THE IMPORTANCE FACULTY PLACE ON THE TENURE POLICY AT SURRY COMMUNITY COLLEGE

*Number of faculty members who checked each response.

<u>5</u>	strongly agree	1. The tenure policy is important in increasing job security for faculty members.
<u>13</u>	agree	
<u>1</u>	disagree	
<u>0</u>	strongly disagree	
<u>1</u>	strongly agree	2. Tenure tends to improve the job performances of faculty members.
<u>7</u>	agree	
<u>10</u>	disagree	
<u>0</u>	strongly disagree	
<u>4</u>	strongly agree	3. A tenure policy helps to recruit a good, professional faculty.
<u>14</u>	agree	
<u>3</u>	disagree	
<u>0</u>	strongly disagree	
<u>4</u>	strongly agree	4. Tenure helps an institution of higher education to keep a good faculty.
<u>7</u>	agree	
<u>8</u>	disagree	
<u>0</u>	strongly disagree	
<u>3</u>	strongly agree	5. Tenure increases academic freedom in an institution.
<u>11</u>	agree	
<u>5</u>	disagree	
<u>0</u>	strongly disagree	
<u>1</u>	strongly agree	6. A good tenure policy will increase educational accountability.
<u>12</u>	agree	
<u>5</u>	disagree	
<u>0</u>	strongly disagree	
<u>0</u>	strongly agree	7. Teacher performance is, in general, improved as a result of tenure.
<u>9</u>	agree	
<u>10</u>	disagree	
<u>0</u>	strongly disagree	
<u>3</u>	strongly agree	8. An incompetent faculty member would not be protected under most tenure policies/laws.
<u>12</u>	agree	
<u>3</u>	disagree	
<u>1</u>	strongly disagree	
<u>2</u>	strongly agree	9. The tenure policy at Surry Community College allows for sufficient evaluation of faculty members.
<u>11</u>	agree	
<u>5</u>	disagree	
<u>1</u>	strongly disagree	

4 strongly agree
11 agree
4 disagree
0 strongly disagree

0 strongly agree
14 agree
5 disagree
0 strongly disagree

0 strongly agree
11 agree
6 disagree
0 strongly disagree

4 strongly agree
13 agree
1 disagree
0 strongly disagree

4 strongly agree
15 agree
0 disagree
0 strongly disagree

1 strongly agree
13 agree
5 disagree
0 strongly disagree

6 strongly agree
13 agree
0 disagree
0 strongly disagree

2 strongly agree
7 agree
9 disagree
0 strongly disagree

3 strongly agree
15 agree
1 disagree
0 strongly disagree

4 strongly agree
13 agree
1 disagree
1 strongly disagree

2 strongly agree
8 agree
6 disagree
1 strongly disagree

10. Tenure, in general, prevents political influence from becoming a factor in the dismissal of a faculty member.

11. The decline in enrollments in some colleges makes tenure more important to faculty members.

12. The attack on tenure policies and tenure laws by lawmakers (in a number of states) is unjustified.

13. Social problems resulting from the failure of schools and colleges to educate all segments of the population should not be contributed to tenure policies/laws.

14. Economic problems resulting from the failure of schools and colleges to educate all segments of society are not related to tenure laws/policies.

15. The cost of education is not increased as a result of tenure laws/policies.

16. Tenure policies and laws are designed to protect capable teachers and instructors from being dismissed unjustly.

17. Most faculty members view tenure as one of the most important aspects of employment.

18. Tenure, in general, does not tend to bring about an unproductive faculty as some critics argue.

19. The five-year waiting period under the tenure policy at Surry Community College is a reasonable period of time before the granting of tenure to faculty.

20. The tenure policy at Surry Community College has been an important aspect of employment to me as a faculty member.

APPENDIX C

THE TOTAL NUMERICAL VALUE OF RESPONSES
TO EACH ITEM ON THE SURVEY ON THE IMPORTANCE
FACULTY PLACE ON THE TENURE POLICY AT
SURRY COMMUNITY COLLEGE

ITEM	VALUE
1. The tenure policy is important in increasing job security for faculty members.	+25
2. Tenure policies and laws are designed to protect capable teachers and instructors from being dismissed unjustly.	+25
3. Economic problems resulting from the failure of schools and colleges to educate all segments of society are not related to tenure laws/policies.	+23
4. Tenure, in general, does not tend to bring about an unproductive faculty as some critics argue.	+20
5. Social problems resulting from the failure of schools and colleges to educate all segments of the population should not be contributed to tenure policies/laws.	+20
6. The five-year waiting period under the tenure policy at Surry Community College is a reasonable period of time before the granting of tenure to faculty.	+20
7. Tenure, in general, prevents political influence from becoming a factor in the dismissal of a faculty member.	+15
8. A tenure policy helps to recruit a good, professional faculty.	+15
9. An incompetent faculty member would not be protected under most tenure policies/laws.	+13
10. Tenure increases academic freedom in an institution.	+12
11. The cost of education is not increased as a result of tenure laws/policies.	+10
12. A good tenure policy will increase educational accountability.	+9

ITEM	* VALUE
13. The decline in enrollments in some colleges makes tenure more important to faculty members.	+9
14. The tenure policy at Surry Community College allows for sufficient evaluation of faculty members.	+8
15. The attack on tenure policies and tenure laws by lawmakers (in a number of states) is unjustified.	+7
16. Tenure helps an institution of higher education to keep a good faculty.	+7
17. The tenure policy at Surry Community College has been an important aspect of employment to me as a faculty member.	+5
18. Most faculty members view tenure as one of the most important aspects of employment.	+2
19. Tenure tends to improve the job performances of faculty members.	-1
20. Teacher performance is, in general, improved as a result of tenure.	-1

*The numerical value of each item was calculated by subtracting the total positive value from the total negative value using the assigned value as follows: strongly agree +2, agree +1, disagree -1, strongly disagree -2.

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